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palace of ice, he makes an apt reference to the palace of Cyrene, described in *Georgics* 2.458-460.

The Period of Landor and the Romanticists is considered in the next chapter (197-211), "a period of comparative neglect of Latin", during which

for the most part writers merely ignored the Latin poet [= Vergil] in favor of the Greek. Gray and his friend Mason, Collins and Cowper, Coleridge. . . all showed their preferences for the earlier literature.

So in the poetry of the later Romanticists, men like Byron and Shelley, Vergil occupies no prominent place, although they all knew him. One cannot quarrel with such a general statement which, on the whole, is true enough, but it is rather surprising that Gray is dismissed with such scant consideration. Not only are his Latin poems full of phrases taken from Vergil, especially from the *Georgics*, but his English verse also contains many reminiscences of his lines⁴. Worth quoting also is the anecdote told by Mason in his *Life of Whitehead* (84); Mason was talking with Gray, he tells us, about the large sale of the *Elegy*, and Gray expressed his surprise at it.

I replied, "*Sunt lacrimae rerum, et mentem mortalia tangunt*". He paused a while, and taking up his pen wrote the line on a printed copy of it (the *Elegy*) lying on the table. "This", said he, "shall be its future motto". "Pity", cried I, "that Dr. Young's Night Thoughts have preoccupied it". "So", he replied, "indeed it is".

Landor and his views of Vergil form the major part of the chapter. Here the author seems to lay too much stress on his adverse criticism which, as usual, deals too much with the externals and neglects the spirit and the idea; Vergil, she might have told us, was not the only great poet whom Landor harshly criticized, "entirely on small points". He even found fault with the beautiful line which his master Milton puts into Adam's mouth, when he speaks of the sun painting mists with gold, on the ground that Adam could have known nothing of paint or of gold. Criticism such as this is, as Johnson remarks in his *Conversation with Tooke*, "mere quibbling". Of real value, on the other hand, are Landor's views of certain passages of Vergil which the author quotes on page 204.

The final chapter (213-234) deals with Tennyson and the Victorians. The poetry of the period, Miss Nitchie remarks (217), "in general shows no marked Vergilian influence, although the knowledge of his work is implicit in nearly all of it". Mention is made of the many translations of Vergil and the author shows good taste in giving high praise to the prose version of Mackail. Morris's version is discussed at some length—"a very pretty poem but not Vergil". The book concludes with a sympathetic treatment of Tennyson; of him the author says (233),

⁴See the paper by Professor Grace Harriet Macurdy, *The Classical Element in Gray's Poetry*, *THE CLASSICAL WEEKLY* 4.58-62. Miss Nitchie would have found some helpful remarks, also, in the dissertation of Miss Thayer, *The Influence of Horace on the Chief English Poets of the Nineteenth Century*, Yale University Press, 1916 (see *THE CLASSICAL WEEKLY* 12.177-178).

no one has penetrated so deeply into the Vergilian spirit, and no one has expressed it so fully as Tennyson in his poem *To Vergil*.

Two bibliographies are appended, one containing a list of translations, burlesques, parodies, and imitations of the works of Vergil, the other "only such books as deal with the relations of Vergil to a certain English writer or group of writers". If, however, Collin's *Studies in Shakespeare*, and Mustard's *Classical Echoes in Tennyson* can find a place here, surely Root's *Classical Mythology in Shakespeare*, and Osgood's *The Classical Mythology of Milton's English Poems*, should be included⁵. The author would have found useful information in both these books, especially the latter, XL ff. Such a study, also, as that of Miss Goad, *Horace in the English Literature of the Eighteenth Century*⁶, would not have been amiss. This bibliography is, indeed, woefully inadequate. One wishes, too, that Miss Nitchie had made an index, such as Miss Goad and Miss Thayer have made for Horace, of the passages she has quoted from Vergil.

Of the interest and value of this study, especially to teachers of Vergil and of English literature, there can be no doubt. From it one gains a clear idea of what Vergil has been to our great poets, and learns how indissolubly his golden words are interwoven in the fabric of our poetic expression.

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M. B. OGLE.

"NONE BUT THE BRAVE"

The father of an inept pupil called at my study to inquire how his son was getting on in Latin. "Not very well", said I, "not so well as he might". This statement the boy himself confirmed, adding by way of explanation and apology, "But I can do it when I try". At the close of the interview, the father remarked he had little use for Latin anyway, and, if his boy could only manage to get through the College examinations this year, he wanted him to drop the subject for something more "practical". How many parents complicate the situation by taking that attitude! This boy's Latin was doomed to be a failure from the start. To both father and son, Latin was merely the taxi-cab used to carry them from one station to another, and "carry" is the proper word, for they had no intention of furnishing the motive power.

In this particular instance, Latin was not the only failure, for, when I looked up the boy's general record of scholarship, I found that he was no better in the other subjects. It would be unnecessary to apply the modern 'intelligence test' to this boy in order to find out his mental ability; what he lacked was will-power to use what intelligence he had. Just here is where the study of Latin can equal the intelligence test with a considerable margin to spare. Some months ago, I gave to all our classes in Latin, except the beginners, one of these

⁵For these books see *THE CLASSICAL WEEKLY*, 12.170-171, 185-186, 187-188.

new tests. In nearly every case, the result of the test was the same as the general grade in Latin for these boys. We knew in advance how it would come out; and we knew something besides, something which the test could not reveal—the amount of energy and resolution the boys could summon at will. This last element is the real thing after all—the acid test of the boy's mental ability. Professor Thorndike, of Columbia University, said in a recent article that there was no law of compensation whereby a weak intellect was offset by a strong will. No doubt. But is not the reverse of this statement more important? Intelligence is valuable and effective just in proportion to the amount of will-power functioning behind it. It is easy enough to have one's attention attracted to some object or thought; the main point still is to have power of attention sufficient to *keep the object or thought before the mind*.

Some day educators are going to awake to the fact that too much emphasis has been laid on the intrinsic interest of the subjects in the School curriculum: they will find that this attitude grows by what it feeds upon, and grows in the wrong direction. It will demand stimulation, and more stimulation, from without. The psychological bases of mere interest are not laid down so deeply or so broadly in the human mind as are the faculties of resolution and will. It is the latter that carry the mental powers along when the attraction due to interest fades or functions intermittently.

If we are to put Latin into competition with the other subjects, especially those with supposed intrinsic interest, we shall do well to maintain the position that Latin challenges the best and the strongest instincts in our pupils, and does not pretend to amuse while it also trains. We cannot get far with our attempts to have our students speak Latin, nor can we hope to interest very many of them so deeply that they will continue to read Latin after their School days are over. The same might be said of any subject taught in School and College, if its use is not required by the subsequent profession of the pupil. The main contribution that we can make is the same contribution as most of the other subjects make—the pabulum which shall stiffen and fortify the pupil's mental fiber. We cannot expect to have our pupils follow us as the children followed the Pied Piper; indeed, we should hardly care to have them do so, when we reflect what became of the children. Rather, our call is like the challenge issued by Cato:

Componite mentes
ad magnum virtutis opus summosque labores.
Hi mihi sint comites, quos ipsa pericula ducent.

There will always be a sufficient number of hardy spirits to whom this call will appeal. It is futile to try to make anything out of the other sort, those who wish "to live softly and fare sumptuously every day".

Back of the store of information which education is intended to supply lies the more important possession of mental keenness and vigor which we usually call 'mental discipline'. To this end Latin contributes

bountifully. It employs the same powers as Mathematics, and in much the same way. We teach axioms, definitions, book-propositions in geometry, that our pupils may be able to solve original propositions. We teach pupils to read Caesar, for example, as a preparation for reading at sight. The Caesar we are required to read is the counterpart of the book-propositions in geometry; the Latin grammar furnishes the axioms and the definitions. A Latin sentence, previously unseen, is an original, which the pupil is to solve by applying the definitions, and rules, and vocabulary, in the light of his experience gained by previous reading. Having once mastered the theory of the Latin sentence, just as he masters the theory of the triangle or the circle, the pupil is in a position to deal with its contents in nearly any new combination. In fact, we have here an answer to the common complaint: 'I can do Mathematics, but I cannot do Latin'. Tell such an objector to use his mathematical terms in his Latin. Sentences can be 'factored', if one chooses to pick out the elements that must go together. Unknown words can be derived by the same process as that used in solving equations for x and y , that is, by seeing what the unknown must mean in order to satisfy the meaning of the known parts. If the old Romans could get any comfort or satisfaction out of calling disagreeable things by agreeable names, let us by all means follow their example in this case.

But Latin has this added value over Mathematics. The language of Mathematics is either a combination of symbols, or a set of technical terms, limited in number. On the other hand, if one wishes to give a satisfactory rendering of a Latin sentence, he must call on imagination, powers of expression, smoothness and accuracy of diction that tax his entire mental machinery. The translator can even invade the field of the artist in the attempt to set his words "fitly spoken" in their appropriate silver frames.

Modern science, even, is not alien to the Latin field. This is especially true when we consider the case of chemistry and word-formation. Any number of suitable illustrations can be devised. With any root as a base, one can attach prefixes or suffixes and produce as remarkable a change as one can find in the realm of chemical reactions. For example, combine, with the base *vesper*, the prefix *ad* and the suffix *ascit*, and you have the first line of a familiar hymn, Day is gently drawing to a close. Once get into the heads of our pupils that they can *do* things with words, and they will be more resourceful and eager to experiment with them. This process can be applied quite as well to sentences. Conjunctions and prepositions are very live 'reagents' when they function properly. One can, by a skilful use of these active forces, transform a thought or a sentence into almost any shape—can do as Archias is said to have done with his extempore poems, say a thing, and then change it to the opposite.

We might even invade the sacred precincts of English, and show how much more intelligible English grammar

would become if the Latin framework were better known. Having taught that subject, I can testify to the immense help which a knowledge of a well-made Latin sentence can give to one struggling with a refractory thought in English. I could not parse a sentence like the following without my Latin training: 'Yet I do repent me of my fury that I did not kill him'. And then to appreciate the value of mass and cadence in constructing a sentence, where could one find a better guide than in the structure of Cicero's periods?

We should not be disturbed because our subject is incapable of being advertised in the modern way. While the unthinking, and they are legion, are looking for results that will show in a Broadway sign, the people for whose respect we care will be looking more deeply to see if our work is producing vigorous thinkers who have the resolution to stand the grind that eventuates in the ability to handle ideas cleanly and thoroughly. For ideas are of more permanent value than things. Our attitude may well be that of Henry V. We can give our pupils the chance "to show the mettle of their pasture", knowing well that, if they have "no stomach for the fight, they will *get* their passports".

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ARISTOPHANES AND VOCATIONAL STUDIES

When the newspapers announced in large type, early in 1920, that flasks of liquor, dressed as dolls, had been found on an Italian ship entering New York harbor, they might have added either that the smugglers had gone to school to Aristophanes or that the customs inspectors, being well read in Greek comedy, could not be taken in by such tricks. The protagonists of classical culture ought not to pass over in silence such an illustration of the wide range of vocations whose followers could study the Greek authors either with profit to themselves or with profit to the community.

According to the Thesmophoriazusae of Aristophanes, Mnesilochus had entered the meeting of The Athenian Woman's Club at its annual celebration of the Thesmophoria, but, being discovered and in danger of his life, he snatched from one of the leaders in Athenian society, what was, to all outward seeming, a baby, and then sought refuge at an altar. The women began to collect wood to burn him out, and the mother was most bitter in her threats, hoping to frighten him into giving up her most cherished possession.

Woman (to Mnesilochus).—Ah, wretch, you'll be a cinder before tonight.

Mnesilochus (busily engaged in unpacking the baby).—With all my heart. Now I'll undo these wrappers, These Cretan long-clothes; and remember, darling, It's all your mother that has served you thus. What have we here? A flask, and not a baby! A flask of wine, for all its Persian slippers. O ever thirsty, ever tippling women, O ever ready with fresh schemes for drink, To vintners, what a blessing.

I have quoted from the translation by Dr. B. B. Rogers.

For the rest of the story I refer you to Aristophanes, Thesmophoriazusae 729 ff. The scene has been given in full by Dr. S. B. Luce, in an article entitled A Scene from Aristophanes on a Greek Vase-Painting, THE CLASSICAL WEEKLY 11.186-188. Dr. Luce believes that the scene is reproduced on a vase, a krater of South Italian make, which was published in the Annali di Istituto di Corrispondenza Archeologica in Rome, in 1847.

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NEW OR OLD?

It is the aim of this brief note to call attention to several passages in Latin writers that bear directly upon present day problems or conditions.

(1) Though himself a politician, Cicero, speaking as a philosopher, readily seconds Plato's criticism of the patriots who join in the scramble to serve their country by holding public office. In De Officiis 1.87 he delivers himself as follows:

Miserrima omnino est ambitio honorumque contentio, de qua praeclare apud eundem est Platonem, similiter facere eos qui inter se contenderent uter potius rem publicam administraret, ut si nautae certarent quis eorum potissimum gubernaret.

(2) That ship subsidies were not unknown in ancient times is shown by the action of the Emperor Claudius. On this topic Suetonius speaks as follows (Claud. 18) Nihil non excogitavit ad invehendos etiam tempora hiberno commeatus. Nam et negotiatoribus certa lucra proposuit, suscepto in se damno, si cui quid per tempestates accidisset, et naves mercaturae causa fabricantibus magna commoda constituit pro condicione cuiusque.

(3) The war profiteer is not now making his first appearance. In times of plenty a modius (two pecks) of grain was worth about a denarius. Caesar, B. C. 1.52, mentions a time of scarcity when the price mounted to fifty denarii. When Galba (later Emperor) was proconsul of Africa, he is commended by Suetonius (Galba 7) for the severity with which he dealt with a profiteer in grain:

Ordinavitque <provinciam> magna severitatis ac iustitiae cura etiam in parvulis rebus; militi, qui per expeditionem artissima annona residuum cibarium tritici modium centum denariis vendidisse arguebatur, vetuit, simul atque indigere cibo coepisset, a quoquam opem ferri; et is fame extabuit.

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INTERRUPTED SEQUENCE

Very few School editions note the lapse in sequence in Cicero, Cat. 3.21:

Illud vero nonne ita praesens est, ut nutu Iovis optimi maximi factum esse videatur, ut, cum hodierno die mane per forum meo iussu et coniurati et eorum indices in aedem Concordiae ducerentur, eo ipso tempore signum *statueretur*?

There can be little doubt that the second *ut*-clause is an appositive expanding and explaining *Illud*. Accord-